

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents a description of this research. This chapter consists of the background of the study, formulation of the problem, operational definitions, aim of the study, and significance of the study.

#### **1.1 Background of the Study**

Listening ability in English has become increasingly crucial for academic success and professional development. However, despite its importance, many students still struggle with listening activities in their English language journey. Common challenges in listening ability include difficulty processing spoken information in real-time, understanding native speakers' natural speech pace, and dealing with various accents. In line with what Helgesen in Pamungkas and Adi (2020), listening is an active process not only about what is heard, but also how a person relates it to other information they already know, including the ability to understand what others say such as understanding of accents, pronunciation, and also finding the meaning.

Interestingly, the researcher found Lea (pseudonym) who is an English student, describes the complexity of mastering listening skills. Despite having good academic grades in other English skills, Lea's journey in mastering listening has been a challenging experience. Her experience is in line with the findings of Marleni et al. (2022), who revealed that students often have difficulty understanding various English accents and pronunciation differences that are not familiar to them. Lea's journey revealed several layers of challenges in the listening process, from difficulties recognizing vocabulary, to confidence issues when dealing with different English accents. Her experience is in line with Dibdyaningsih et al. (2024), on the complexity of listening challenges, especially how vocabulary limitations can significantly affect comprehension ability. The psychological dimension of her struggle, as suggested by Akbari and Sahibzada (2020), is seen in the emergence of feelings of insecurity and anxiety when doing listening activities. The turning point in Lea's story occurred when she discovered digital learning platforms. The

emergence of online learning tools, especially ELLLO (English Listening Lesson Library Online), became an important part of her journey. This platform, which provides authentic listening materials from various native speakers, became instrumental in her self-learning journey.

Several studies were found regarding ELLLO and the results of these studies said that ELLLO was very good for learning to listen to students (Hadi et al., 2021; Mulyadi et al. 2023; Palangngan et al. 2016), examined (1) the effect of using English Listening Lesson Library Online (ELLLO) on students' listening comprehension achievement and the results of their research revealed that ELLLO (English Listening Lesson Library Online) significantly affects students' listening comprehension. (2) Students' perceptions of the English Listening Lesson Library Online (ELLLO) are positive, with all students agreeing that ELLLO is a good supporting tool. The students have been using the platform for approximately six weeks, and their favorite activity is the game feature. Similarly, a study conducted by Hadi et al. (2021), examined the impact of utilizing the English Listening Lesson Library Online (ELLLO) on students' listening skills and the findings revealed that instruction via ELLLO was more effective than traditional techniques. The results demonstrated a significant increase in scores in listening comprehension after students were trained using the ELLLO application. The research team suggests that implementing ELLLO in teaching listening skills could prove to be beneficial. Additionally, Mulyadi et al. (2023), examined the ELLLO platform's impact on EFL learners' learning experiences and found that the majority of students enjoyed using ELLLO to acquire knowledge of English because they could discover multiple listening exercises according to their preferences. Most of them stated that such a broad range of lessons aligned with their desire to perfect their listening abilities beyond regular classroom activities, which proved to be a significant advantage of deploying the ELLLO.

Through a narrative inquiry, this study aims to narrate Lea's in-depth experience of using ELLLO as a listening learning medium. By exploring Lea's narrative, this research is expected to provide valuable insights into the effectiveness of ELLLO in supporting listening learning and its potential as an

autonomous learning tool. Even though prior studies have extensively considered the use of ELLLO through listening learning practices, they only emphasized the impacts of ELLLO on the students' listening skills. Additionally, very few studies have investigated learners' experiences using ELLLO in English listening practice learning, especially in the context of individual learning. Given this fact, this study is intended to fill the gap.

## **1.2 Formulation of the Problem**

The Research question of this study is “What are the student’s experiences in learning to listen using ELLLO?”

## **1.3 Operational Definitions**

### **1.3.1 Student’s Experiences**

The event of one's experiences in using ELLLO as a medium to support listening learning including interactions with learning materials, features, strategies used, and results obtained from using the platform.

### **1.3.2 Learning Listening**

The process where an individual tries to improve listening skills through audio/video on the ELLLO platform, by acquiring some aspects of listening such as understanding vocabulary, pronunciation, and recognizing accent variations.

### **1.3.3 English Listening Lesson Library Online**

ELLLO is a platform for a learner to learn to listen and has many features that can be used for free, such as audio collections with various topics, transcripts for each audio, English proficiency levels, and a search feature to search for topics, countries, levels, as well as features such as one minute English, mixer and views.

## **1.4 Aim of the Study**

This study narrates an EFL learner's experiences in learning to listen to English through the ELLLO platform.

## **1.5 Significances of the Study**

### **1.5.1 Theoretical Significance**

This research contributes to existing theories related to learning using technology and this research can be useful as input to increase knowledge about developing listening skills.

### **1.5.2 Practical Significance**

This research contributes to students and other EFL by providing new insights on the use of ELLLO and how to learn listening by using technological media as a self-learning teaching medium.

### **1.5.3 Empirical Significance**

This research contributes to existing research on the use of technological media in listening learning and can be a basis for comparison for similar future research on online listening learning platforms.